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ABSTRACT

This book aims to raise questions by addressing the ways that teaching can and should be reflective practice. Throughout the book the question, "How can teachers continue to evolve and rethink their teaching methods?" is addressed. Tracking six prospective biology teachers from their university training through their first years in the classroom, the book uses observations as well as interviews and direct quotes from the teachers to record their growth and reflects on the researcher/author's own development as well. Background on recent science reforms, learning theories, and the role of lab teaching is included. (MM)